

Indiana's Student-Centered Accountability System



Indiana
Department of Education

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Indiana Superintendent of Public Instruction



Indiana's Student-Centered Accountability System

School grades are calculated based on three domains: Performance, Growth, and Multiple Measure.

Within each domain there are several components that a school must have in order to calculate a school grade.

1. Growth indicators utilize individual student data from year-to-year to calculate scores in grades 4-10.

- **English/Language Arts Score**
Higher & Lower
Performing Students Growth Score
- **Mathematics Score**
Higher & Lower
Performing Students Growth Score



2. Performance indicators utilize current data points to calculate scores in grades 3-10.

- **English/Language Arts Score**
Student Passing & Participation Rate
- **Mathematics Score**
Student Passing & Participation Rate

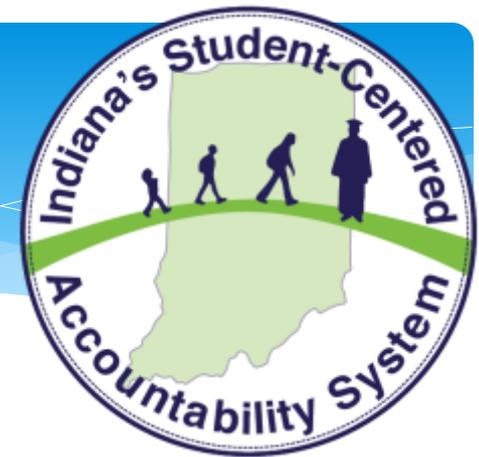
3. Multiple Measures indicators utilize current data points to calculate scores in grades 11-12.

- **Graduation Score**
12th Grade Students
Graduation Rate
- **College & Career Readiness Score**
11th Grade Students
Participation Rate

Final Score: A final grade will be given to each school based on their total score, using the following scale:

A	B	C	D	F
100.0 – 90.0	89.9 – 80.0	79.9 – 70.0	69.9 – 60.0	59.9 - 0.00

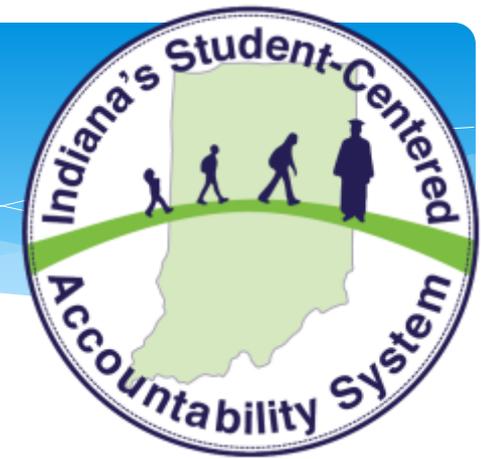
Federal Expectations



- * Each State shall develop and implement a single, statewide accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress.
- * The systems must look at student achievement in at least reading/language arts and math; graduation rates; and school performance and progress over time.
- * Once an SEA has adopted a high-quality assessment, it must take into account student growth.



State Expectations

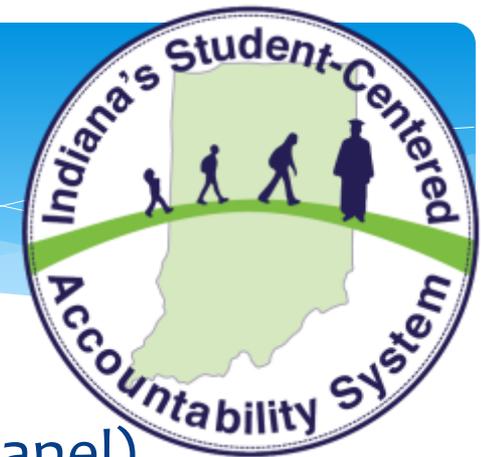


- * The adoption of 2013 HEA 1427 established the following:
 - * IC 20-31-8-2(b)
 - (1) Compare the academic performance and growth of the individual students in each school and each school corporation with the prior academic performance and growth of the individual students in the school or school corporation and not to the performance of other schools or school corporations.
 - * IC 20-31-8-3
 - * The state board shall establish a number of categories, using an "A" through "F" grading scale, to designate performance based on the individual student academic performance and growth to proficiency in each school.
- * The change in statute triggered evaluation and revision of the accountability system.



Role

of the Accountability System Review Panel

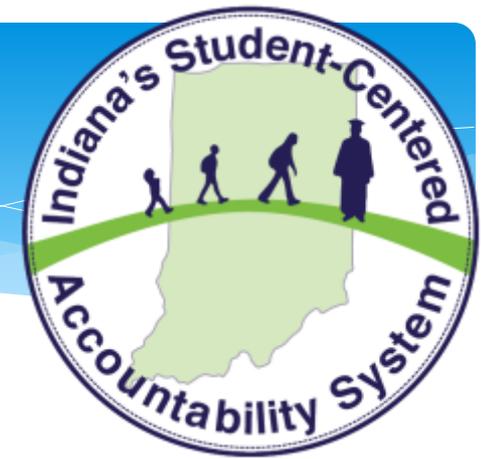


- * The Accountability System Review Panel (Panel) was created by a Memorandum of Understanding (MOU) entered into by the Governor, the Speaker of the House, the President Pro Tempore of the Senate, and the State Superintendent of Public Instruction.



The MOU

Established the Panel to carry out the following duties:



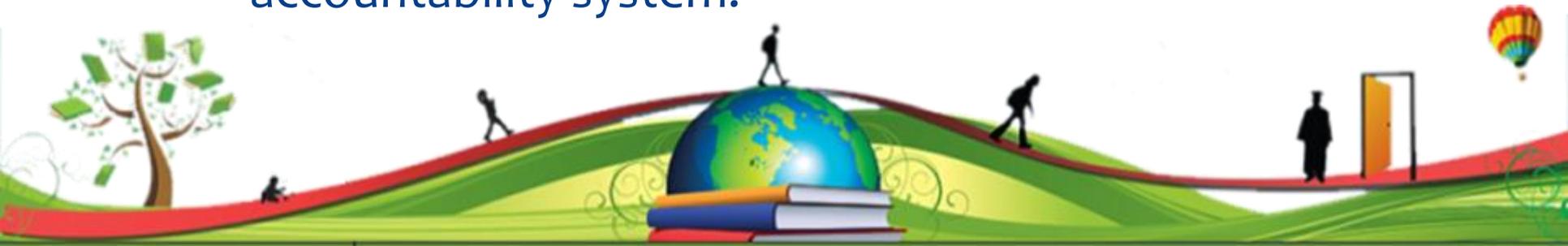
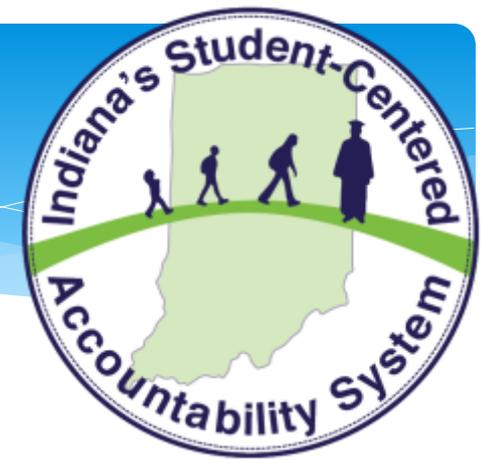
1. Make recommendations regarding the A-F accountability system, including recommendations regarding measurements based on individual academic performance and growth to proficiency and avoiding recommendations based on measurement of student performance or growth compared with peers.



The MOU

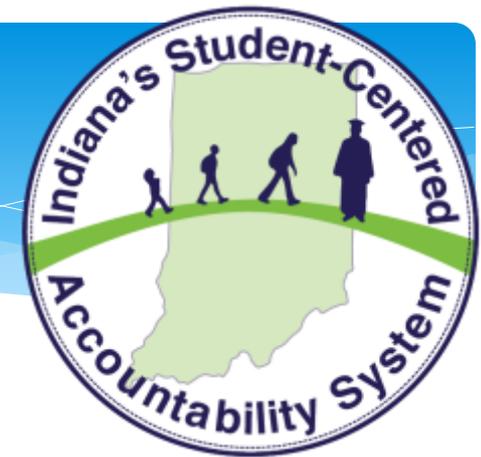
Established the Panel to carry out the following duties:

2. Consider a wide range of data in making its recommendations.
3. Examine other states' accountability systems to look for innovative solutions.
4. Ensure the fairness of any recommended accountability system.



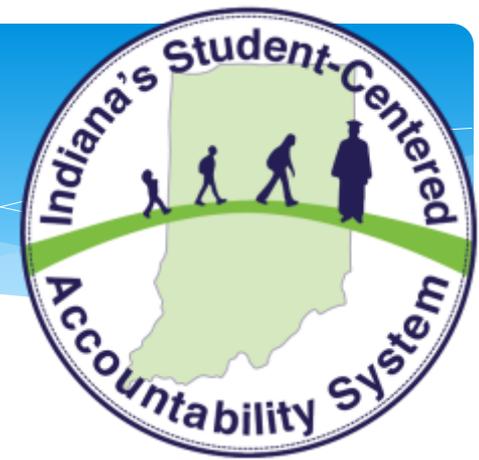
The MOU

Established the Panel to carry out the following duties:



5. Compose a final report with recommendations no later than November 1, 2013.
6. Exist until after the deadline for such report until December 31, 2013, for the purpose of receiving and investigating any clarifying questions posed by the State Board of Education, the Indiana Department of Education, the Governor, the House, or the Senate, unless otherwise extended or disbanded by the terms of the MOU.
7. MOU was revisited to extend opportunity for panel to continue work through complete recommendation to SBOE. Allowing to date 13 meetings.





Journey of the Accountability System



Review Expectations of Accountability System Review Panel



Examine Accountability Background

Review Accountability History	Examine Architecture of Accountability	Establish Lessons Learned
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Establish Parameters and Values

State and Federal Requirements	Indiana Accountability Values
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Define Accountability Options

Evaluate State Models	Review Current Indiana Models	Note Importance in Desired Elements
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Select Accountability Framework and Components (OPTIONS A, B, C, D)

Outline Accountability Sections	Select Models for Data Runs	Establish Weights for Sections
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Refine Criteria and Measures Through “runs” of data based on Model Recommendations

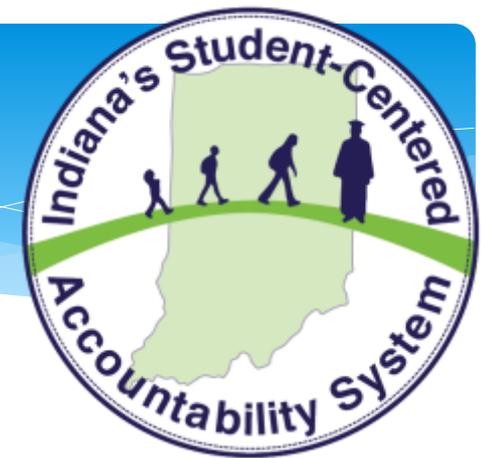
Define Significance of Sections and Factors	Complete Data Runs for Models	Identify Accountability Conditions
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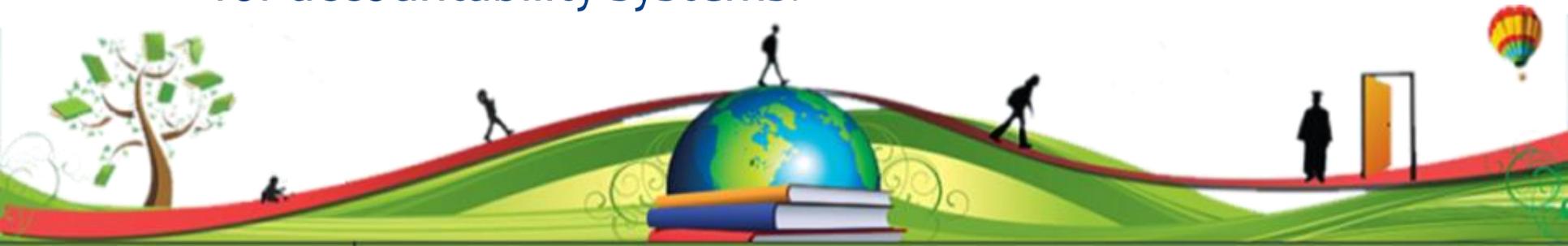
Create Accountability System Deliverables

Form Administrative Rule Language	Generate Implementation Guidelines
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The Journey of the accountability system

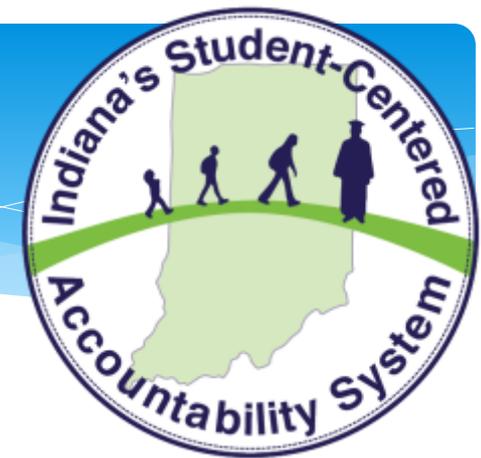


- * The panel met 13 times between September 19, 2013 and September 22, 2014 first defining then refining recommendations for an accountability system.
- * The Panel started the journey by reviewing common vocabulary, assessment data availability and non-assessment data availability.
- * The Panel reviewed the State and Federal expectations for accountability systems.



The Panel

Defined values for an accountability system:

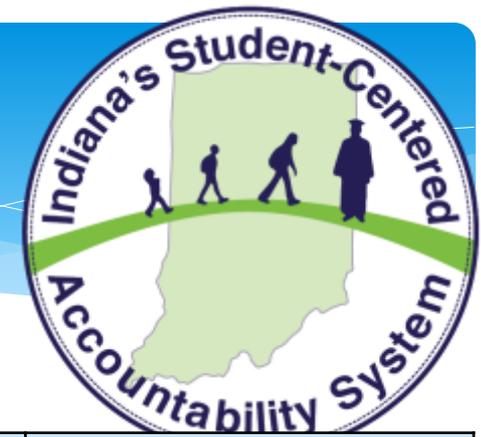


1. Growth for all students is highly valued and schools should be rewarded for individual student growth.
2. The model should be clear, understandable, fair, and transparent. Schools should be able to understand the statistical calculations and be able to use the data to inform instruction.
3. Multiple data points should inform both growth and performance.
4. The model should allow for flexibility for changes in assessments, allow for all configurations of schools, and align with federal Title I category requirements.



Decision History

For the Performance domain, the Panel has previously considered and determined the following:

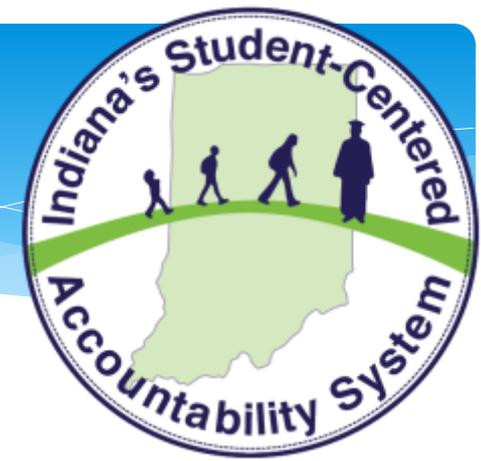


Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Math Performance	ISTEP+, IMAST, and ISTAR test results	Y	Current Model			Performance	
Math Participation	ISTEP+, IMAST, and ISTAR test results	Y	Current Model			Performance	
ELA Performance	ISTEP+, IMAST, and ISTAR test results	Y	Current Model			Performance	
ELA Participation	ISTEP+, IMAST, and ISTAR test results	Y	Current Model			Performance	
Science Performance			Values	✓ <input type="checkbox"/>	Not Required	Performance	Currently not specified in NCLB or NCLB waiver. No ECA requirement for graduation.
Science Participation			Values	✓ <input type="checkbox"/>	Not Required	Performance	Currently not specified in NCLB or NCLB waiver. No ECA requirement for graduation.
Reading Performance			Values			Performance	To be determined based upon assessment decisions
Reading Participation			Values			Performance	To be determined based upon assessment decisions



Decision History

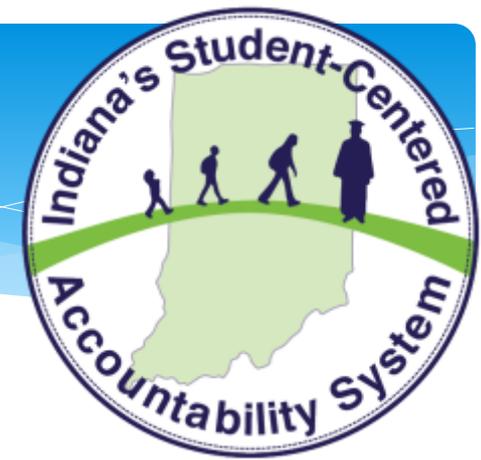
For the Performance domain (continued), the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Graduation Rate/Non-Waiver Graduation Rate	All students within the cohort will count towards the graduation rate for accountability purposes	Y	Current Model			Performance*	Four year graduation rate *Moved to Multiple Measures Section in final model recommendation
College Career Readiness (Foundational and Final)	The CCR rate looks at the percentage of graduates that scored a 3, 4, or 5 on an Advanced Placement (AP) exam, or scored a 4, 5, 6, or 7 on an International Baccalaureate (IB) exam, or earned at least 3 transcribed college credit hours (dual credit) from an approved IDOE course, or earned an IDOE-approved industry certification.		Current Model			Performance*	*Moved to Multiple Measures Section in final model recommendation
College Career Readiness Assessment Participation	Percent of grade 11 students participating in optional CCR assessments.		Education Roundtable; SBOE			Performance*	*Moved to Multiple Measures Section in final model recommendation

Decision History

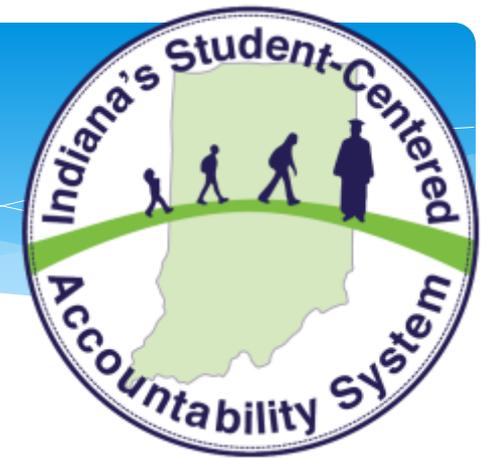
For the Growth domain, the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Gain Growth (ELA, Math, Reading)	Change in student performance between two time points			✓ <input type="checkbox"/>	Vertical Scale does not support this model	Growth	
Categorical Growth (ELA, Math, Reading)	Change in performance level categories from one year to the next			<input type="checkbox"/> ✓ <input type="checkbox"/> <input type="checkbox"/>	Too high of correlation to performance	Growth	
Targeted Growth (ELA, Math, Reading)	Growth is calculated using a minimum of 2 ISTEP+ data points per student from consecutive grade levels.			✓ <input type="checkbox"/> <input type="checkbox"/>	Too complex	Growth	
Trajectory Growth (ELA, Math, Reading)	Predicts student scores in the future			✓ <input type="checkbox"/>	Does not show growth to proficiency	Growth	
Observed Growth (ELA, Math, Reading)	Student baseline SGP with points applied			<input type="checkbox"/>		Growth	

Decision History

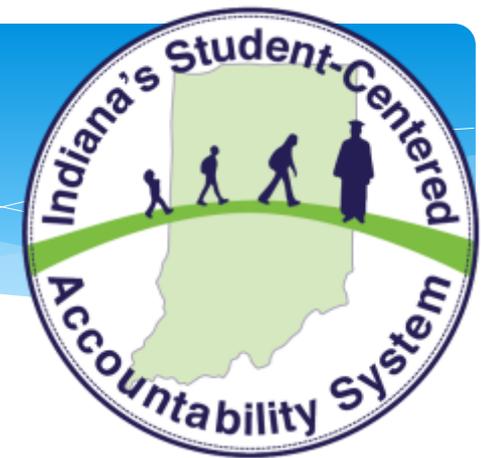
For the Growth domain (continued), the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Math 8 to 10 Improvement (Change)	The improvement targets are set independently for each area (e.g. 8th grade to graduation improvement) and are based on the percentage of students within each area that achieve sufficient levels of improvement.		Current Model	✓ <input type="checkbox"/>		Growth	Replaced with growth when assessments are available
ELA 8 to 10 Improvement	The improvement targets are set independently for each area (e.g. 8th grade to graduation improvement) and are based on the percentage of students within each area that achieve sufficient levels of improvement.		Current Model	✓ <input type="checkbox"/>		Growth	Replaced with growth when assessments are available

Decision History

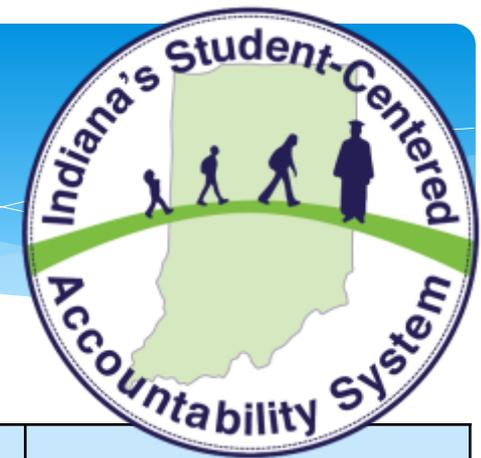
For the Growth domain (continued), the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Math 10 to 12 Improvement (Change)	Percent of graduates with a did not pass status at the end of 10 th grade cohort year that achieve a pass status by graduation.		Current Model			Growth	
ELA 10 to 12 Improvement	Percent of graduates with a did not pass status at the end of 10 th grade cohort year that achieve a pass status by graduation.		Current Model			Growth	

Decision History

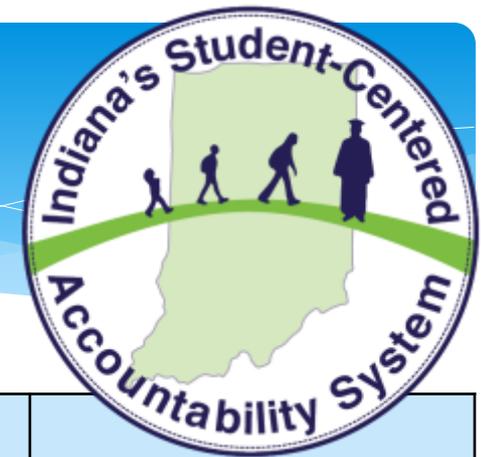
For the Multiple Measures domain, the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
PSAT				<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Multiple Measures	Not required for all students, and while good predictor of CCR not for an indicator
SAT				<input checked="" type="checkbox"/> <input type="checkbox"/>	Low participation rate	Multiple Measures	Higher participation in other exams.
Attendance	Minimum of 162 days for accountability			<input checked="" type="checkbox"/> <input type="checkbox"/>	No State definition; Subjective at Local Level	Multiple Measures	Local definition and policies around attendance. Inconsistent data across entities.
Suspension/Expulsion Rate	Number of students Suspended or Expelled			<input checked="" type="checkbox"/> <input type="checkbox"/>	No State definition; Subjective at Local Level	Multiple Measures	Local definition and policies around suspension and expulsions. Inconsistent data across entities.
Classroom Size	Number of students in classroom			<input checked="" type="checkbox"/> <input type="checkbox"/>	Not an accurate measure	Multiple Measures	
Bullying Rate				<input checked="" type="checkbox"/> <input type="checkbox"/>	No State definition; Subjective at Local Level	Multiple Measures	Local definition and policies around bullying. Inconsistent data across entities.

Decision History

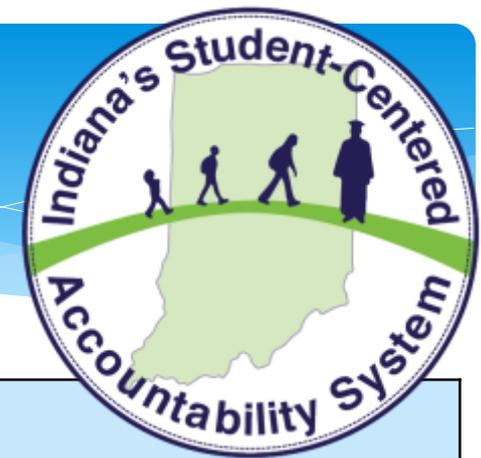
For the Multiple Measures domain, the Panel has previously considered and determined the following:



Component	Description	Req'd	Introduction Method	Removal Flag	Removal Reason	Domain	Discussion Points
Student Engagement			Alignment with School Improvement Plan; DOE Identified	✓ <input type="checkbox"/>	No clear process to capture; Subjective at Local level	Multiple Measures	Grading parents, not students or schools. Focus is student based accountability. Subject to local interpretation.
Student Soft Skills (Communication, Collaboration, Efficiency)			Values	✓ <input type="checkbox"/>	Add to CCR (Later)	Multiple Measures	No tool defined to capture this information.
Principal Effectiveness	Student & Teacher Performance		Alignment with School Improvement Plan; DOE Identified	✓ <input type="checkbox"/>	Not Student based; Not able to be captured	Multiple Measures	Focus is student based accountability. Varying Ed Eval plans. Local interpretation.
Teacher Effectiveness	Administration Evaluations; Student Performance		Alignment with School Improvement Plan; DOE Identified	✓ <input type="checkbox"/>	Potential Targeting of teachers	Multiple Measures	Focus is student based accountability. Varying Ed Eval plans. Local interpretation. Targeting teachers with lower rankings.
Parent Engagement	Surveys, P/T Conferences		Alignment with School Improvement Plan; DOE Identified	✓ <input type="checkbox"/>	Not Student based; Not able to be captured; Subjective at local level	Multiple Measures	Grading parents, not students or schools. Focus is student based accountability. Subject to local interpretation.

Decision History

For the Overall Framework:

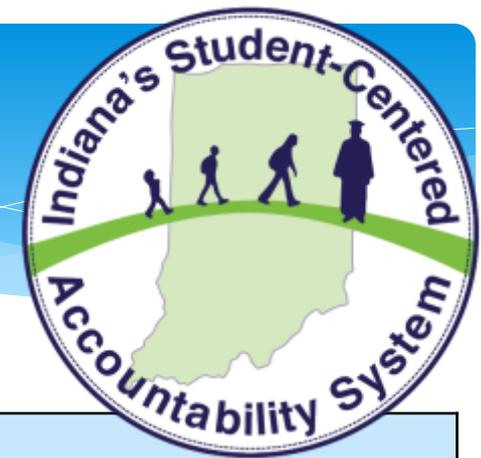


Component	Description	Req'd	Removal Flag	Removal Reason	Domain	Discussion Points
Scale/Points Design	Grading Scale will be changed to a 100 Point Scale					Ease of Understanding
Grade Levels	Model will have different frameworks for grades 1-8 and 9-12					Variance in data available, ex: CCR and Graduation Grade Level Change (3-8) due to assessment design
Domains in Framework	Model will have 3 Domains Performance, Growth & Multiple Measures					Clear communication of areas for which model measures
Primary Information	IC20-31-8-1 sets that ISTEP testing program are the primary and majority means of assessing a school's improvement	✓ <input type="checkbox"/>				



Decision History

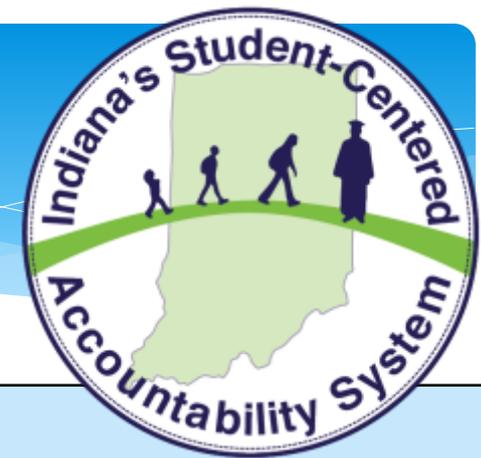
For the Overall Framework:



Component	Description	Req'd	Removal Flag	Removal Reason	Domain	Discussion Points
Reading Data	Model will allow for inclusion of reading data as it becomes available					Importance of reading information in accountability system valued by panel; yet to be determined based on assessment decisions
CCR Indicators	Will be measured in both growth and performance domains				Moved from Performance to MM	CCR will only be measured in Multiple measures as it cannot be calculated in both performance and growth
CCR indicator will include PSAT	Inclusion allows for additional means of measuring CCR growth		✓ <input type="checkbox"/>			Panel decided to remove PSAT was determined to be fair predictor of CCR but not an indicator within system
Assessment Change Flexibility	Model will allow for changes in assessments					Value of recommendation is that model is assessment shift safe

Decision History

For the Overall Framework:

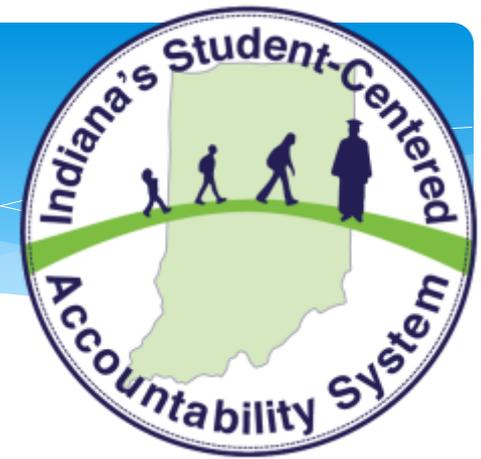


Component	Description	Req'd	Removal Flag	Removal Reason	Domain	Discussion Points
CCR	Model will retain the CCR goal at 25% student attainment (current level) and the data will be multiplied by 4 to create points-will allow for increase in significance of CCR goal					
Title I Categories	Title I Categories will be aligned with the model.					This is recommended for future consideration to align to USED expectations on % of schools in certain categories
Vertical Scale Alignment	Model will be developed to have a vertical scale alignment with assessments in grades 3-10 (possible 11)					Change in that original grades stated 1-10, assessment expectations are only 3-10 given SBOE assessment resolution
Performance Categories	Model will expand to at least 5 performance categories that are delineated within the current 3 performance levels to show improvement in growth					Allows for model to measure more sensitive changes in student performance

Resolutions

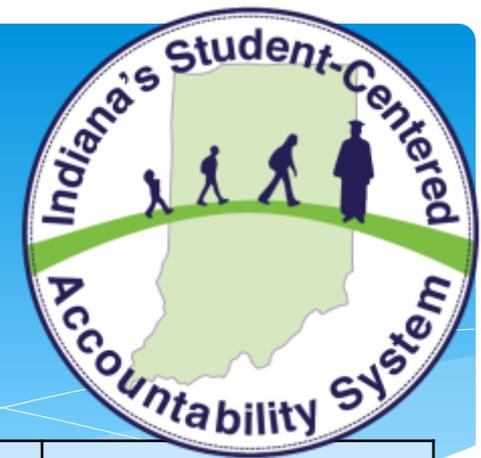
Four resolutions were considered by the Panel:

- Overall Framework
- Performance
- Growth
- Multiple Measures



Framework

The Accountability Panel makes the following recommendations for the framework of the system:



Overall		Implemented 2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
		Elementary	High School		
Scale		0.00 to 4.00	0.00 to 4.00	0.0 to 100.0	<ul style="list-style-type: none"> Allows for fair and transparent assignment of points. Points are assigned with more precision based on actual pass rates.
Category Placement	A	3.51 to 4.00	3.51 to 4.00	90.0 to 100.0	<ul style="list-style-type: none"> Categories are based on a common grade scale that is easy for stakeholder to understand.
	B	3.00 to 3.50	3.00 to 3.50	80.0 to 89.9	
	C	2.00 to 2.99	2.00 to 2.99	70.0 to 79.9	
	D	1.00 to 1.99	1.00 to 1.99	60.0 to 69.9	
	F	0.00 to 0.99	0.00 to 0.99	0.0 to 59.9	
Measures	Count	2	4	3	
	Domains	English/Language Arts; Math	English/Language Arts; Math; College and Career Readiness; Graduation	Performance; Growth; Multiple Measure	<ul style="list-style-type: none"> Growth for all students is highly valued. A separate domain allows that value to be reflected in the model.
Applicable Grades		3-8	10;12	3-12	<ul style="list-style-type: none"> Reflects the resolutions from Education Roundtable and SBOE concerning tested grades 03-10 and the inclusion of grade 11 assessment participation.

Indiana Department of Education

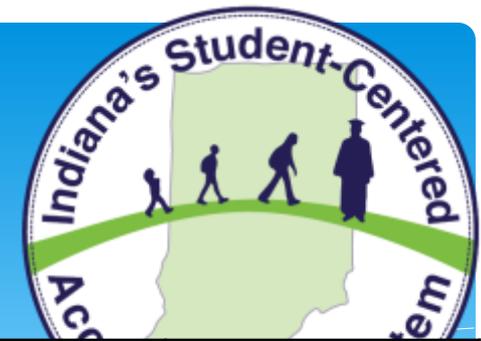
2015-16 SAMPLE Indiana Student-Centered Accountability System

SAMPLE School of Indiana (1234)

	Grades 03-10			Grade 11		Grade 12		Overall			
Performance											
	Pass Rate	Participation Rate	Points	Participation Rate	Points	Rate	Points	Points	Weighting	Final Points	
Math									0.500		
English/Language Arts									0.500		
Total Performance Points:								1.000		0.000	
Growth											
	Higher Performing Observed Growth Points	Lower Performing Observed Growth Points	Points		Improvement		Points	Points	Weighting	Final Points	
Math									0.500		
English/Language Arts									0.500		
Total Growth Points:								1.000		0.000	
Multiple Measures											
	Pass Rate	Participation Rate	Points	Participation Rate	Multiplier	Graduation Rate	Return On Investment	Points	Points	Weighting	Final Points
CCR Achievement										0.500	
Graduation										0.500	
Total Multiple Measures Points:								1.000		0.000	
Overall											
	03-08		09-10		11		12		Total		
Enrollment Count									0.00		
Enrollment Ratio											
								Performance:			
								Growth:			
								Multiple Measures:			
Overall Points: 100 (0.000)											
Overall Grade:											

Performance

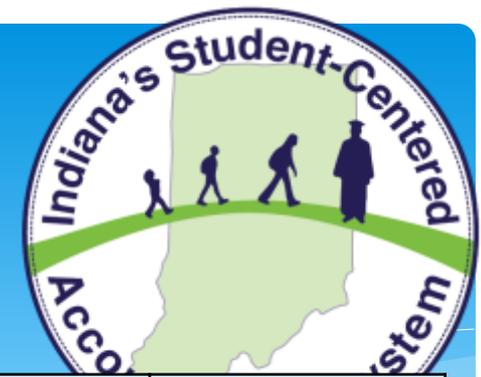
The Accountability Panel makes the following recommendations for the performance domain of the system:



	Data Elements Alignment:	2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
	Grade Span:	3-8	10	3-10	
Performance	Math Pass Rate	Percent students taking and passing state assessment	Percent students taking and passing state assessment	Percent students taking and passing state assessment	---
	Math Participation	Percent students participating in state assessments	Percent 10th grade cohort participating in state assessments	Percent students participating in state assessments	<ul style="list-style-type: none"> • Display as a separate metric. • Use as a multiplier consistently in grades 03-10.
	ELA Pass Rate	Percent students taking and passing state assessment	Percent students taking and passing state assessment	Percent students taking and passing state assessment	---
	ELA Participation	Percent students participating in state assessments	Percent 10th grade cohort participating in state assessments	Percent students participating in state assessments	<ul style="list-style-type: none"> • Display as a separate metric. • Use as a multiplier consistently in grades 03-10.

Growth

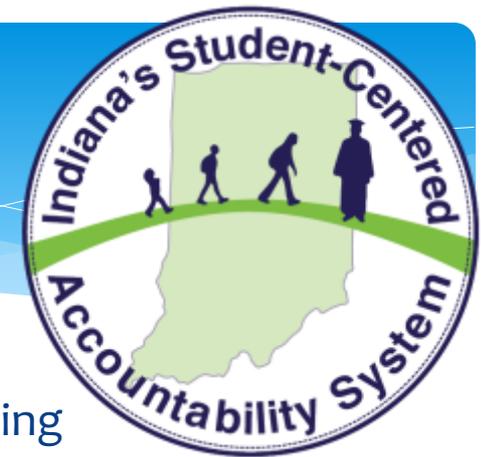
The Accountability Panel makes the following recommendations for the growth domain of the system:



	Data Elements Alignment:	2012 A-F System		Proposed 2015 A-F System	Student Centered Change Detail
	Grade Span:	3-8	10	3-10	
Growth	English Language Arts and Math Growth	Bottom 25% High Growth: Percent of students in lower quartile achieving high growth per 1 Year Projected Target.	Improvement Grade 08 to Grade 10: Change in pass percents between grade 08 and grade 10.	Lower Performing Observed Growth: Average growth points for students in the lower quartile.	<ul style="list-style-type: none"> • Use Observed Growth metric. • Use as a multiplier consistently in grades 03-10.
		Top 75% High Growth: Percent of students in upper three quartiles achieving high growth per 1 Year Projected Target.			
		Overall Low Growth: Percent of students in achieving low growth per normed percentile calculations.		---	---

Growth

New Model



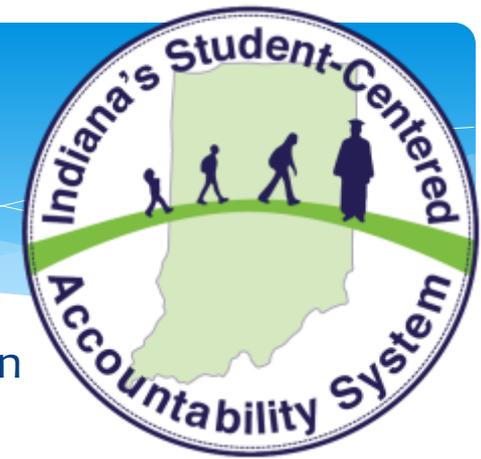
Based upon IC 20-31-8-5.4, the Department of Education proposes to the Accountability System Review Panel the following standards for the growth metric within the accountability system:

- * Individual student growth should be utilized in the accountability system.
- * Student growth should be a criterion metric within the accountability system.
- * Growth should be a metric relatively independent of school performance status. The metric should have low correlation to performance. The data display should clearly illustrate both components.
- * Growth should incentivize progress toward proficiency in non-proficient students and continued growth in proficient students.
- * Growth should deter a decline in individual student performance levels.



Growth

New Model



Two key elements had to be defined to incorporate growth in an accountability system:

- * **Growth Measure** - The “what”

Determine which data element should be used to measure student growth in the accountability system. This includes selecting the type of growth to be used as well as the specific data elements.

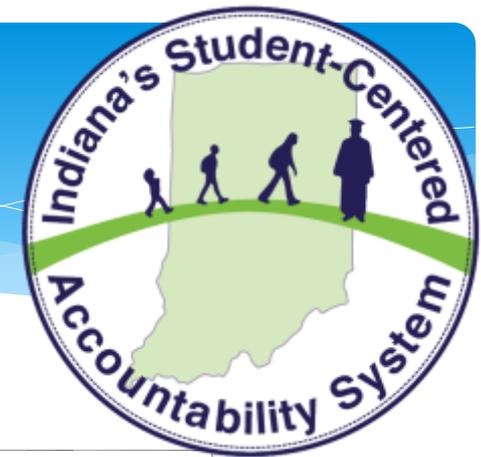
- * **Metric Application** - The “how”

Determine how the data element should be used in the accountability system. This included selecting how the data is translated into points within the accountability system.

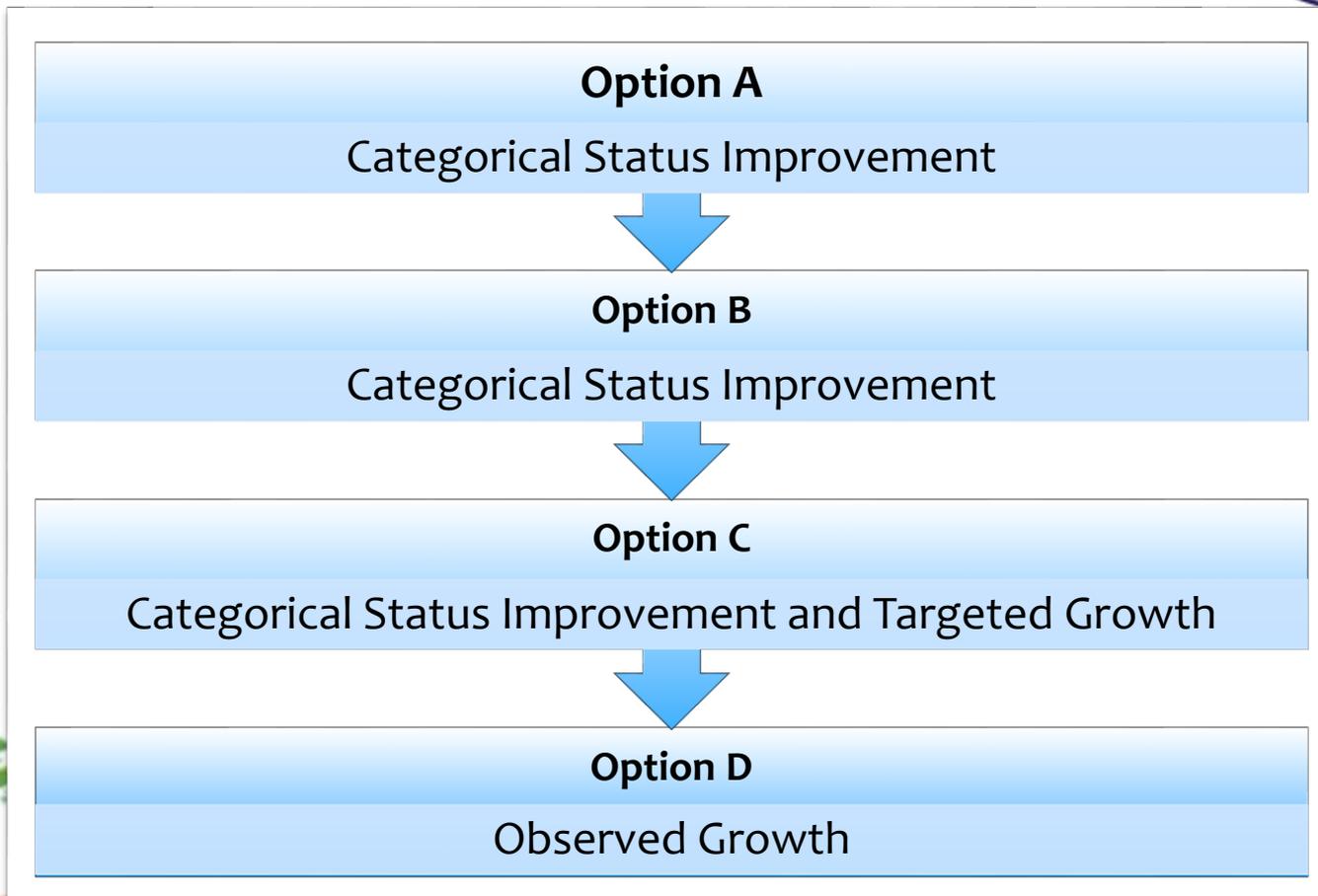


Growth

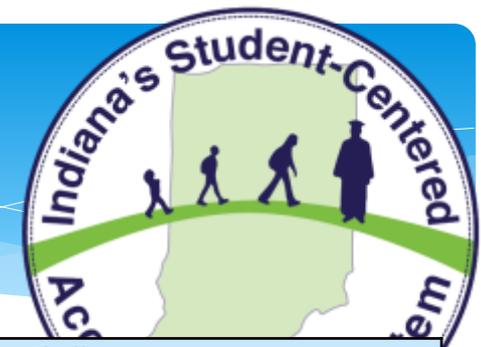
New Model



The selection of a Growth component was an iterative process



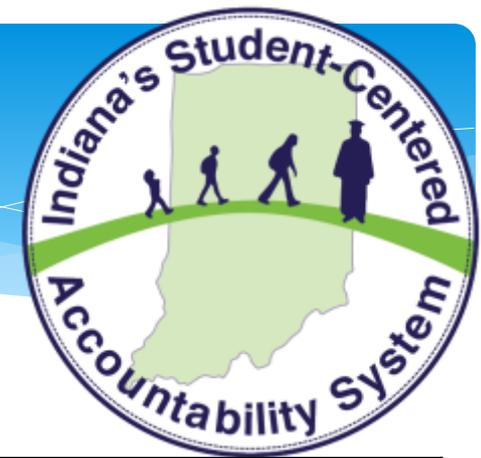
Growth Recap Options



Option	Description	Advantages	Challenges
A	<ul style="list-style-type: none"> • Categorical Status Improvement • Uses a value table with prior year and current year assessment status. 	<ul style="list-style-type: none"> • Recognizes growth across all categories. • Easy to explain and communicate. 	<ul style="list-style-type: none"> • Creates the expectation that all students can and should get a Pass Plus over time. • Devalues staying at high levels of proficiency. • Focuses only on the 60% of students that transition across a category line. The remaining 40% static within a category are not well represented. Cannot determine growth to proficiency. • Categories cannot be refined enough to show incremental movement for all students. • Establishes a value system new to Indiana. Status sub-categories, cut-scores and value tables may need re-evaluated throughout assessment transition. • Shows high correlations of Growth and Performance status (ELA 0.550,0.597; Math 0.666,0.43) which imply model bias.
B	<ul style="list-style-type: none"> • Categorical Status Improvement • Uses a value table with prior year and current year assessment status. 	<ul style="list-style-type: none"> • Recognizes growth across all categories. • Easy to explain and communicate. • Rewards students maintaining a pass status. 	<ul style="list-style-type: none"> • Devalues staying at high levels of proficiency. • Focuses only on the 60% of students that transition across a category line. The remaining 40% static within a category are not well represented. Cannot determine growth to proficiency. • Categories cannot be refined enough to show incremental movement for all students. • Establishes a value system new to Indiana. Status sub-categories, cut-scores and value tables may need re-evaluated throughout assessment transition. • Shows high correlations of Growth and Performance status (ELA 0.750,0.597; Math 0.768,0.43) which imply model bias.

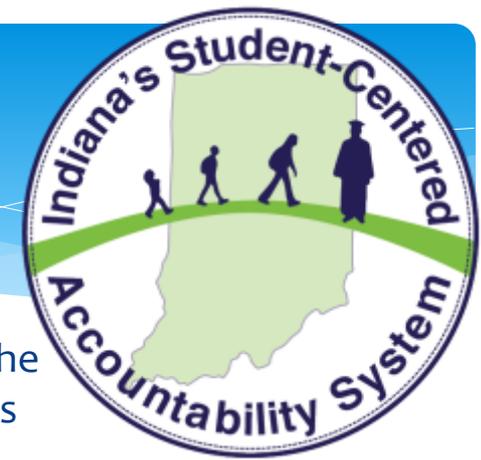
Growth

Recap Options (continued)



Option	Description	Advantages	Challenges
C	<ul style="list-style-type: none"> • Categorical Status Improvement and Targeted Growth • Uses a value table with prior year and current year assessment status for students changing status categories. • Uses a value table with prior year and targeted growth for students not changing status categories. 	<ul style="list-style-type: none"> • Highly rewards growth that occurs infrequently. • Highly de incentivizes “negative” growth (dropping one or more category) and “negative” trajectory (on path to drop one or more category). • Allows detail of growth for the 40% of students that do not have a categorical status change. • Shows lower correlation of growth and performance status (ELA 0.365; Math 0.217) within acceptable thresholds. 	<ul style="list-style-type: none"> • Complicated to display or explain. • Different metrics for students results in very small subgroups that may fall below the minimum required student count. • Establishes a value system new to Indiana. Status sub-categories, cut-scores and value tables may need re-evaluated throughout assessment transition.
D	<ul style="list-style-type: none"> • Observed Growth • Uses a value table with prior year category status and current year observed growth (baseline SGP). 	<ul style="list-style-type: none"> • Easy to explain and display. • Uses Indiana Growth Model analyses. • Shows lower correlation of growth and performance status (0.28; 0.25) within acceptable thresholds. • Incorporates the reliability of a robust growth model calculation in a value table to translate data into points. • Uses baseline analysis to establish criterion metrics. • Values high levels of proficiency. 	<ul style="list-style-type: none"> • Uses Indiana Growth Model analyses which is perceived as complicated. • Establishes a value system new to Indiana. Growth ranges and values may need re-evaluated throughout assessment transition.

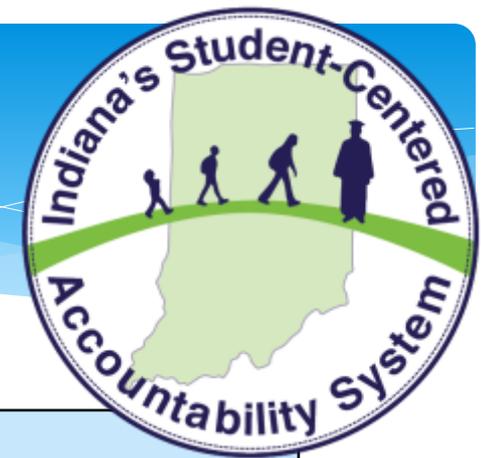
Growth



Careful consideration was given to each model option to gauge system stability and alignment with policy objectives. The Department provides the following recommendation for Growth in the Accountability A-F System as the most stable and policy aligned option:

- * The Accountability A-F System should utilize a growth measure from the Indiana Growth Model analyses.
- * The growth measure should be Observed Growth, baseline Student Growth Percentile (SGP) calculations, to meet the criterion data requirement under IC 20-31-8-5.4(a)(2).
- * Observed Growth should be included as an individual student calculation metric application, not a mean or median school calculation, to meet the individual student requirement under IC 20-31-8-5.4(a)(1).
- * Observed Growth should be applied to school accountability as outlined in Option D.
- * Due to assessment transitions, robust baseline analyses will not be available until 2016-17. A transition plan should be incorporated in rule to provide data in the interim.
- * Additional accountability components, including Educator Effectiveness Growth Ratings, should be evaluated for potential alignment to Observed Growth where available.

Observed Growth



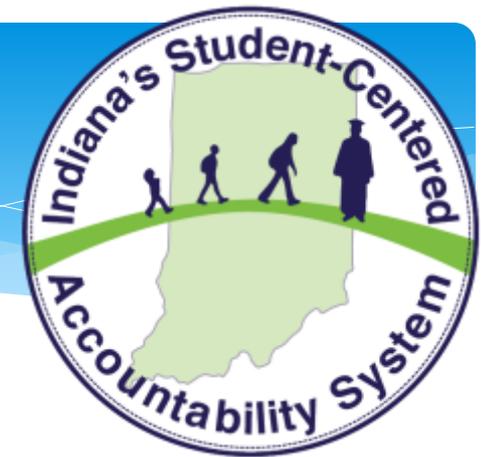
Option D (f2) Sample Values Table

Prior Year Status	Observed Growth					
	Negative Movement		Static Movement		Positive Movement	
	Target Range	Points	Target Range	Points	Target Range	Points
PP2	0-41	75	42-66	125	67-99	150
PP1	0-39	75	40-64	125	65-99	150
P3	0-36	50	37-61	100	62-99	125
P2	0-34	50	35-59	100	60-99	125
P1	0-31	50	32-56	100	57-99	125
DNP3	0-29	0	30-54	50	55-99	100
DNP2	0-26	0	27-51	50	52-99	100
DNP1	0-24	0	25-49	50	50-99	100



Observed Growth

Option D (f2) Sample Summary Data



2013 Overall				Perf 50/Growth 50		Current A-F Model*	
	Performance Only			Performance w/Growth		Current A-F Model*	
A	398	24.06%		547	33.07%	729	44.07%
B	714	43.17%		656	39.66%	336	20.31%
C	361	21.83%		331	20.01%	286	17.29%
D	127	7.68%		90	5.44%	195	11.79%
F	54	3.26%		30	1.81%	108	6.53%

	Movement with Growth
-2	0
-1	75
0	1181
1	396
2	2

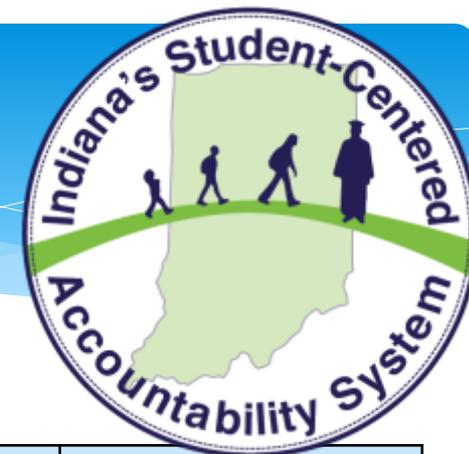
2012 Overall				Perf 50/Growth 50		Current A-F Model*	
	Performance Only			Performance w/Growth		Current A-F Model*	
A	353	21.41%		508	30.81%	661	40.08%
B	663	40.21%		641	38.87%	292	17.71%
C	427	25.89%		341	20.68%	335	20.32%
D	137	8.31%		118	7.16%	221	13.40%
F	69	4.18%		41	2.49%	140	8.49%

	Movement with Growth
-2	0
-1	53
0	1182
1	412
2	2

***Compare with caution, as current accountability model and proposed system elements and metrics are not alike**

Growth

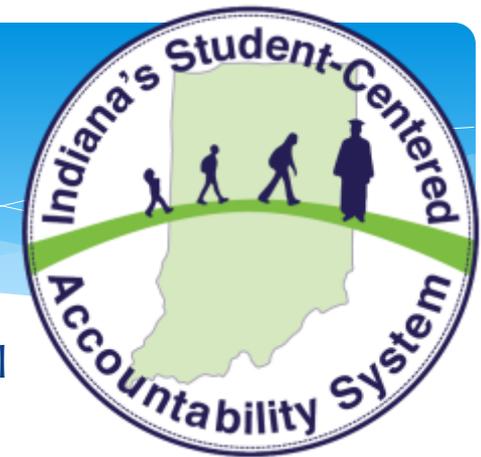
Grade 12



The Accountability Panel makes the following recommendations for the growth domain of the system:

	Data Elements Alignment:	2012 A-F System	Proposed 2015 A-F System	Change Detail
	Grade Span:	12	12	12
Growth	Math Growth	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	---
	ELA Growth	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	Improvement Grade 10 to Grade 12: Percent of students not passing ECA by the end of 10th grade year passing ECA by graduation.	---

Growth

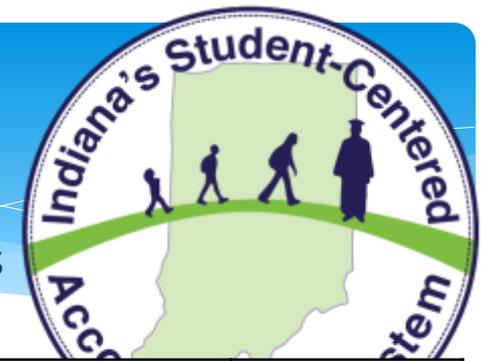


The following professional testimony was provided to the Panel for consideration:

- * **Dr. Damien Betebenner**
Nationally recognized Growth, Assessment and Accountability consultant providing statistical and functional analysis of the recommended accountability system.
- * **Dr. Derek Briggs**
Nationally recognized Growth, Assessment and Accountability consultant providing functional analysis of the recommended accountability system.
- * **Wes Bruce**
Growth, Assessment and Accountability consultant with Indiana expertise providing functional analysis of Option D Observed Growth.
- * **Michael Moore**
DOE staff attorney providing affirmation of statutory compliance of Option D Observed Growth.
- * **John Snethen**
SBOE General Counsel providing affirmation of statutory compliance of Option D Observed Growth (see “A-F Criterion-based Measuring Method, Option D)

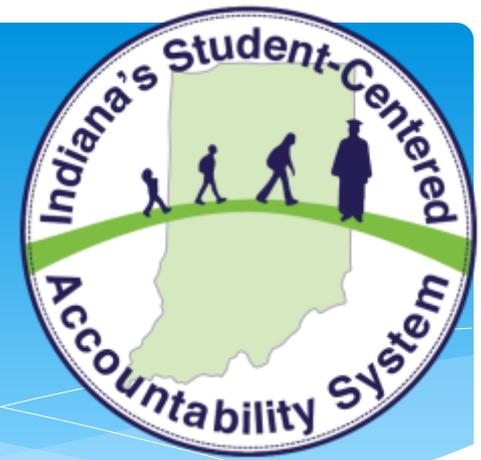
Multiple Measures

The Accountability Panel makes the following recommendations for the Multiple Measures domain of the system:



	Data Elements Alignment:	2012 A-F System	Proposed 2015 A-F System	Change Detail	2012 A-F System	Proposed 2015 A-F System	Change Detail
	Grade Span:	11	11	11	12	12	12
Multiple Measures	Graduation Rate	NA	NA	NA	Four year graduation rate	Four year graduation rate	---
	Graduation Return On Investment Ratio	NA	NA	NA	---	Ratio Graduation to Membership for students in cohorts prior to the graduation cohort year	• Include out of cohort students not otherwise reflected in accountability system.
	College and Career Readiness	NA	NA	NA	Percent of students achieving CCR indicators: DC, IB, IC, AP	Percent of students achieving CCR indicators: DC, IB, IC, AP	---
	College and Career Readiness Assessment Participation	---	Percent of students not obtaining CCR indicator by end of 10th grade year achieving indicator by graduation	<ul style="list-style-type: none"> • Use the percent of grade 11 students participating in college and career ready assessments. • Use a multiplier for college and career readiness 	NA	NA	NA

Next Steps



- Rule making timeline
- Transition plan for baseline Observed Growth
- Communication plan

